LINTON MEAD PRIMARY SCHOOL

Academisation Consultation Report

Proposed conversion to academy status and joining Endeavour Partnership Trust

Section 5 consultation | Academies Act 2010

MICHAEL GREEN EDUCATION SERVICES

Contents

1. Introduction and context 3
2. Consultation purpose and methodology 3
3. Critical milestones 4
4. Consultation and information events 5
5. Analysis of consultation responses 5
6. Feedback received through the dedicated consultation email 13
7. Feedback received via post 13
8. Conclusion and recommendations 13
9. Acknowledgements 14
10. Appendices: consultation artefacts 14
    - Appendix A: Questionnaire 15
    - Appendix B: Consultation webpage and published information 16
    - Appendix C: Topics explored during consultation information events 17
    - Appendix D: Parent, carer and wider community FAQs 18
    - Appendix E: Staff FAQs 20
    - Appendix F: Governor FAQs 25
    - Appendix G: Illustrative consultation stakeholder communications 27

1. Introduction and context

This report has been prepared by Professor Michael Green of Michael Green Education Services, who has supported Linton Mead Primary School and Endeavour Partnership Trust with the Section 5 consultation process concerning the proposed conversion of Linton Mead Primary School to academy status and its joining Endeavour Partnership Trust.

Linton Mead Primary School is a maintained primary school in Thamesmead, within the Royal Borough of Greenwich. The governing body has been considering the school's future strategic direction, including how best to strengthen educational provision, enhance opportunities for pupils and staff and support the school's long-term development.

As part of this consideration, the governing body entered into discussions with Endeavour Partnership Trust, a local multi-academy trust comprising Windrush Thamesmead Primary, Windrush Charlton Primary and Hawksmoor Primary. The Trust has a strong focus on teaching and learning, school improvement, inclusion and collaborative working.

The proposal builds upon an existing working relationship. During the six months preceding consultation, Endeavour Partnership Trust has supported Linton Mead, enabling leaders and governors to experience the Trust's approach first-hand and to consider the potential benefits of closer partnership working. Following exploratory discussions, due diligence and wider strategic consideration, governors determined that it was appropriate to consult formally on whether Linton Mead should convert to academy status and join Endeavour Partnership Trust.

Section 5 of the Academies Act 2010 provides for consultation with such persons as the governing body considers appropriate about whether conversion to academy status should take place. The consultation opened at 3pm on Monday 28 September 2026 and closed at 3pm on Friday 6 November 2026, with the October half-term excluded from the active consultation period.

Throughout the consultation, it was emphasised that no final decision had been taken. The purpose of this report is to outline the consultation undertaken, analyse the feedback received and make recommendations to the governing body about the next steps.

2. Consultation purpose and methodology

Consultation objectives

The consultation was designed to provide clear, accessible information and meaningful opportunities for relevant stakeholders to express their views before governors reached a final decision. Its principal objectives were:

- To explain the proposed conversion, the reasons for considering it and the intended partnership with Endeavour Partnership Trust.
- To seek views from parents, carers, staff, governors, local schools, community representatives and other interested stakeholders.
- To identify anticipated benefits, questions and concerns which could inform governors' consideration of the proposals.
- To provide several routes for participation, including opportunities for those unable to attend information events.

Consultation audience

Stakeholders identified for consultation included parents and carers, school staff, governors, the Royal Borough of Greenwich, the Department for Education and Regional Director, the local MP, ward councillors, trade unions, local education partners (including schools within the RBG) and the wider school community.

Communication methods

Linton Mead and Endeavour Partnership Trust developed a coordinated communications plan. Formal notifications and targeted correspondence were prepared for relevant stakeholders at the commencement of consultation.

Communications included letters to staff, parents and carers, school governors, trade unions, elected representatives, schools within Thamesmead and relevant public bodies. A communication bulletin was also posted on the Greenwich Learning Partnership.

A dedicated consultation webpage was established at https://www.lintonmead.org.uk/Parents/Academisation-at-Linton-Mead/. This contained the proposal, the consultation timetable, routes for feedback and tailored frequently asked questions (FAQs) for parents and carers, staff and governors.

Five consultation information events were arranged: two for staff and three for parents, carers and members of the community. These were supported by a presentation explaining the proposed changes and the Trust's existing schools, educational outcomes, values and potential benefits for Linton Mead.

Methods of providing feedback

Good practice (Cabinet Office 2018) states that a variety of feedback mechanisms should be used, including opportunities for those without access to technology. Consequently, four means were established:

Method	Arrangements
Online questionnaire	Structured Microsoft Forms questionnaire
Email	academisation@lintonmead.greenwich.sch.uk
Written correspondence	Academisation Consultation, c/o Linton Mead Primary School, Central Way, London SE28 8DT
Consultation events	In-person and online consultation events

The questionnaire covered respondents' relationship with the school, understanding of the proposals, support for conversion and joining the Trust, potential benefits, concerns and other matters for governors to consider.

Approach to analysis

Questionnaire results were analysed using descriptive statistics and thematic review of the free-text responses. Percentages are rounded to the nearest whole percentage point. Respondents could identify with more than one stakeholder category, so category totals exceed the number of individual respondents. Selected quotations are reproduced verbatim, including original spelling, punctuation and grammar.

3. Critical milestones

Date	Milestone
January–September 2026	Exploratory discussions, due diligence and support from Endeavour Partnership Trust
Monday 28 September	Formal consultation opened at 3pm; stakeholder notifications
Tuesday 29 September	Staff information event at 3:30pm
Wednesday 30 September	Staff information event at 2:15pm
Monday 5 October	Parent/carer/community events at 9:15am, 3:30pm and 6pm (online)
Friday 6 November	Consultation closed at 3pm
November 2026	Analysis of findings and governing body consideration
December 2026	Anticipated progression of documentation and application to the DfE, subject to decision and approvals
1 March 2027	Proposed conversion date, subject to necessary approvals

4. Consultation and information events

Five information events were arranged to allow stakeholders to hear directly from school and Endeavour Partnership Trust leaders, ask questions and share their views. Two were held specifically for staff, with three further opportunities for parents, carers and the wider community. No concerns or opposition was raised at the consultation and information events.

Date and time	Audience	Format	Attendance
29 Sept, 3:30pm	Staff	In person	20
30 Sept, 2:15pm	Staff	In person	11
5 Oct, 9:15am and 3:30pm	Parents/carers/community	In person	3 across both events
5 Oct, 6pm	Parents/carers/community	Online (Teams)	0
Total			34 attendances

Staff events

The first staff event, held on 29 September, was attended by 20 colleagues. A further 11 attended on 30 September. Attendance included premises staff, office staff, school leaders, teaching assistants and class teachers, providing representation from a range of professional and operational roles.

Parent, carer and wider community events

Two in-person events and one online Microsoft Teams event were arranged for 5 October 2026. Three parents attended one of the in-person events. No one attended the online event. Stakeholders were also able to access the consultation webpage and FAQs and respond through the questionnaire, email or written correspondence.

Feedback on consultation information

The questionnaire responses provide positive evidence of the clarity of the information supplied as part of the consultation process. All 21 respondents described themselves as very well informed and all confirmed that the information and FAQs answered their main questions.

> *'Thank you for organising the time for us to meet with Jo and hear about Endeavour. There seem to be so many positives for our school to join them. I feel really reassured and look forward to having the chance to being part of Endeavour'*

The combination of information events, tailored documentation and different feedback routes enabled stakeholders to engage with the consultation in a variety of ways.

5. Analysis of consultation responses

5.1 Overview of responses

A total of 21 questionnaire responses were recorded in the dataset analysed. All respondents answered the questions about their stakeholder category, how well informed they felt and their support for each proposal. All 21 also provided an explanation of their responses to the proposals.

Question	Responses	% of 21
Q1. Respondent category	21	100%
Q2. How well informed respondents felt	21	100%
Q3. Support for academy conversion	21	100%
Q4. Support for joining Endeavour Partnership Trust	21	100%
Q5. Main reasons for responses	21	100%
Q6. Potential benefits	13	62%
Q7. Concerns	17	81%
Q8. Information and FAQs answered questions	21	100%
Q9. Other matters	8	38%

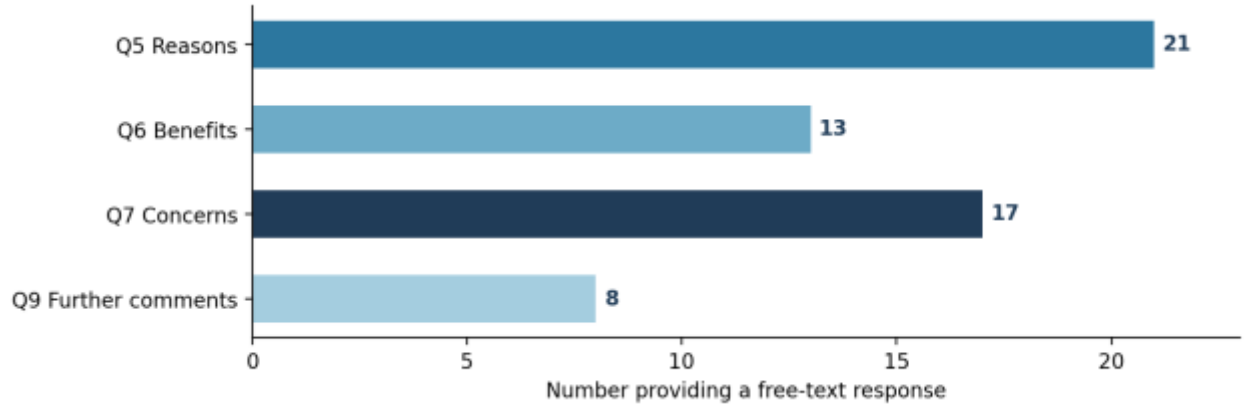
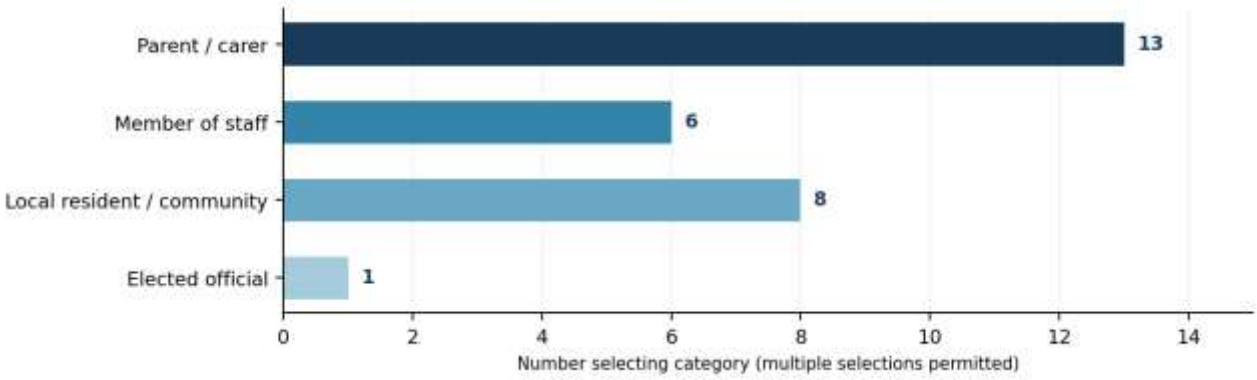


Figure 1. Responses to the principal free-text questions.

Findings are presented by question, supported by quantitative tables, graphs and analysis of the principal themes emerging from free-text comments. Percentages are calculated using the number of respondents answering each question and rounded to the nearest whole percentage point. Quotations reproduce respondents' words verbatim, including original spelling and grammar. Where respondents could select more than one stakeholder category, totals exceed 21.

5.2 Question 1: Range of respondents



Respondent category	Number	% of 21
Parent / carer	13	62%
Member of staff	6	29%
Local resident / community	8	38%
Elected official	1	5%

The 21 respondents included 13 parents and/or carers (62%), six members of staff (29%), eight local residents or community members (38%) and one elected official (5%). Seven respondents identified with more than one category.

5.3 Question 2: How well informed were respondents?

All 21 respondents (100%) described themselves as very well informed before completing the questionnaire. This finding is reinforced by Question 8, for which all 21 confirmed that the consultation information and FAQs had answered their main questions.

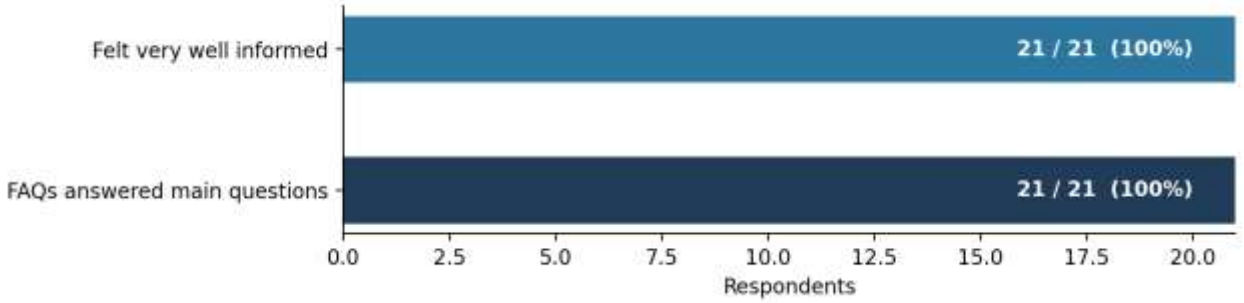


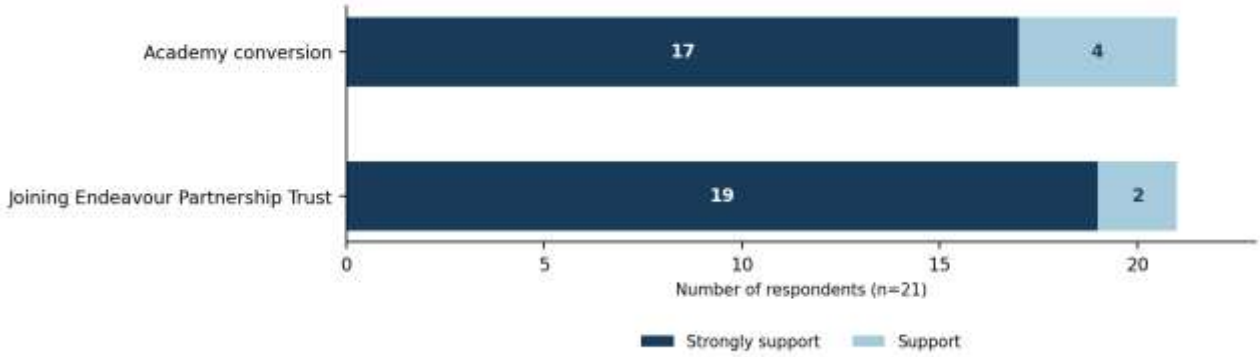
Figure 3. Respondents' assessment of the consultation information (n = 21).

'The FAQs are very transaparent and it seems like this is a decision that has been well thought through.'

The results indicate that the consultation information was effective in explaining the proposals to those who participated and that respondents valued the clarity and detail provided.

5.4 Questions 3 and 4: Support for the proposals

There was unanimous support among the 21 questionnaire respondents for both proposals. Seventeen (81%) strongly supported academy conversion and four (19%) supported it. Nineteen (90%) strongly supported joining Endeavour Partnership Trust and two (10%) supported it. No respondent selected an opposing response.



Proposal	Strongly support	Support	Oppose / strongly oppose
Academy conversion	17 (81%)	4 (19%)	0 (0%)
Joining Endeavour Partnership Trust	19 (90%)	2 (10%)	0 (0%)

The greater intensity of support for joining Endeavour Partnership Trust is noteworthy. Two respondents who selected 'support' for academy conversion selected 'strongly support' when asked about joining Endeavour. This suggests that confidence in the particular Trust, rather than academy status alone, is an important consideration for some respondents.

'This is a good thing for the school. Endeavour has a good reputation so if we are going to academise it is good that it is with one like Endeavour. As they also have schools in Thamesmead they understand the context and thats important to me. There schools are also high achieving'

5.5 Question 5: Main reasons for supporting the proposals

All 21 respondents (100%) provided comments explaining their responses to Questions 3 and 4. The comments were overwhelmingly positive and reinforced the strong levels of support demonstrated through the quantitative findings. The responses reveal several interconnected reasons for supporting the proposals. The most prominent themes concerned confidence in Endeavour Partnership Trust, its reputation and track record, opportunities to improve educational outcomes and the potential benefits of greater collaboration between schools.

A thematic analysis of the 21 responses identified the following:

Theme	Number of respondents	% of 21
Confidence in Endeavour Partnership Trust, its reputation, leadership or expertise	14	67%
Collaboration, shared expertise and opportunities across schools	9	43%
Improving educational outcomes and drawing upon successful practice	7	33%
Reassurance and confidence in the consultation process	4	19%
SEND and inclusion expertise	2	10%

Themes are not mutually exclusive. Respondents could refer to more than one theme within their comments.

Confidence in Endeavour Partnership Trust

Fourteen respondents (67%) made reference to Endeavour Partnership Trust's reputation, leadership, expertise, existing schools or track record. This was the most frequently identified theme within the responses. For some respondents, confidence in the proposal was directly associated with the reputation and performance of schools already within the Trust. Particular reference was made to Hawksmoor and Windrush, alongside the Trust's knowledge and experience of working within the local community.

> *'This is a good thing for the school. Endeavour has a good reputation so if we are going to academise it is good that it is with one like Endeavour. As they also have schools in Thamesmead they understand the context and thats important to me. There schools are also high achieving'*
>
> *'Hawksmoor and Windrush have good reputations in the area so its good that Linton Mead is joining them rather than that other trust that is closing down one of its schools'*

Confidence in Trust leadership was also evident. One respondent commented:

> *'Because any department or institution Jo Marchant leads or is involved in always succeed.'*

The prominence of this theme is significant. It potentially helps to explain why the proportion of respondents who strongly supported joining Endeavour Partnership Trust (90%) was higher than the proportion who strongly supported academy conversion in principle (81%). The findings suggest that support for the proposals is influenced not simply by a preference for academisation but by confidence in Endeavour Partnership Trust as the organisation with which Linton Mead would be joining.

Collaboration and shared opportunities

Nine respondents (43%) referred to collaboration, opportunities to share expertise or the benefits of working more closely with other schools. A recurring feature of the comments was the geographical proximity of two existing Endeavour schools to Linton Mead. Respondents regarded this as a practical advantage, providing opportunities for pupils and staff to benefit from closer partnership working.

> *'As a relatively small school with two of the Endeavour Parntership Schools on the doorstep of Linton Mead it makes total sense for the school to join this trust and benefit from being part of a likeminded group of schools to share ideas for the benefit of all.'*
>
> *'The opportunity to be part of a successful trust which achieves well for its children. Linton Mead is also close to two of the other trusts schools so i hope that this will mean there are chances for the children to work together'*

The potential benefits of collaboration were not limited to pupils. Staff also identified opportunities to share ideas, undertake professional development and learn from colleagues working in other schools.

'I think joining Endeavour is the right choice for us. We can hopefully share ideas, join professional development and this will benefit all.'

These comments suggest that respondents value the proposed partnership as an opportunity for Linton Mead to participate in a wider professional community, where expertise, experiences and opportunities can be shared for the benefit of pupils and staff. The emphasis on collaboration is consistent with Endeavour Partnership Trust's stated approach to partnership working and its commitment to maintaining the distinctive identity of individual schools.

Improving educational outcomes and drawing upon successful practice

Seven respondents (33%) made explicit reference to educational performance, school improvement, successful practice or learning from the experience of schools already within Endeavour Partnership Trust. Several respondents contrasted their perceptions of Linton Mead's current educational outcomes with those achieved by existing Trust schools. Their comments suggest that the opportunity to draw upon established expertise and successful approaches to school improvement is an important reason for supporting the proposals.

'Its a no brainer to me. Results at the school haven't been great and somefing needs to change. If the school can learn from schools that are doing it right then I want my child to benefit from that'

'Outcomes at schools in Endeavour are better than ours. I hope we can learn from them and what they are doing as their two local schools to ours do much better so they are doing something right.'

Another respondent referred specifically to the Trust's published educational outcomes:

'I feel very reassured about the academisation and joining Endeavour. This is a fantastic opporunity for children and staff. I like that Endeavour is all about partnership working and doing what's right for children. They also must be doing something right to get the year 6 outcomes they do.'

Reassurance and confidence in the consultation process

Four respondents (19%) specifically referred to feeling reassured by the proposals, the quality of information provided or opportunities to engage with school and Trust leaders. The comments suggest that the consultation process itself contributed positively to respondents' understanding of the proposals and confidence in the proposed partnership.

'Thank you for organising the time for us to meet with Jo and hear about Endeavour. There seem to be so many positives for our school to join them. I feel really reassured and look forward to having the chance to being part of Endeavour'

'I feel very reassured that this is the right thing for the school, for staff and for children. Jo has been really honest and open with us all, answered our questions and I am looking forward to being able to collaborate with others at the other schools. We are already seeing the benefit of working with Endeavour with our office functions.'

'The FAQs are very transaparent and it seems like this is a decision that has been well thought through. I know that the other trust has a very good reputation locally as well so I am reassured that we have chosen to join them.'

These comments indicate that stakeholders valued the openness of the consultation process, the opportunity to hear directly from Trust leaders and the clarity of the information provided. It is also noteworthy that one member of staff referred to improvements already experienced through Endeavour's support for the school's office functions. This provides evidence that, for some respondents, confidence in the proposed partnership is informed by their experience of the existing working relationship.

SEND and inclusion expertise

Two respondents (10%) specifically identified Endeavour Partnership Trust's expertise in SEND and inclusion as a reason for supporting the proposals.

'My child has special needs and I know that the trust we're planning to join has expertise in this so it will benefit us.'

'Endeavour has a good reputation for inclusion so I am hoping that Linton Mead can benefit from this'

These comments suggest that the Trust's reputation for inclusion and the availability of specialist expertise are important considerations for some families. They also reinforce the expectation that joining Endeavour Partnership Trust would provide opportunities to strengthen the support available to pupils with additional needs.

Overall analysis of Question 5

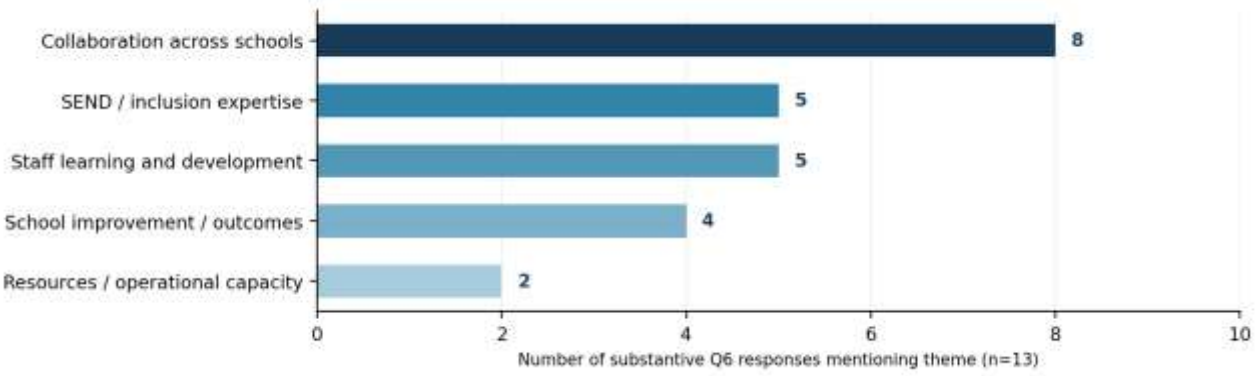
The responses to Question 5 provide a clear explanation for the exceptionally high levels of support expressed for both proposals. The most prominent finding is the confidence respondents have in Endeavour Partnership Trust itself. Two-thirds of respondents (67%) referred to the Trust's reputation, leadership, expertise or track record, demonstrating the importance of the particular Trust selected for the proposed partnership. Opportunities for collaboration were also a significant consideration, identified by 43% of respondents. The proximity of existing Trust schools was viewed positively, alongside the potential for pupils and staff to benefit from shared expertise and wider opportunities.

A third of respondents (33%) explicitly identified educational performance, school improvement or learning from successful practice as reasons for supporting the proposals. This demonstrates an expectation that joining the Trust would contribute positively to educational provision and outcomes at Linton Mead. The findings also highlight confidence in the consultation process and the value placed upon Endeavour Partnership Trust's expertise in SEND and inclusion.

Taken together, the comments demonstrate that support for the proposals is underpinned by confidence in Endeavour Partnership Trust as a specific, locally established partner and an expectation that joining the Trust will deliver tangible benefits for pupils, staff and the wider school community.

5.6 Question 6: Potential benefits of joining Endeavour Partnership Trust

Thirteen respondents (62% of all 21 respondents) answered this optional question. Their comments identify five interconnected themes: collaboration across schools; access to SEND and inclusion expertise; staff learning and professional development; school improvement and pupil outcomes; and organisational capacity or resource sharing. Some of these themes align with responses to question 5. Several responses raised more than one benefit, so theme counts overlap.



Theme	Respondents	% of 13 Q6 answers
Collaboration across schools	8	62%
SEND / inclusion expertise	5	38%
Staff learning and development	5	38%
School improvement / outcomes	4	31%
Resources / operational capacity	2	15%

School improvement and pupil outcomes

Four of the 13 respondents (31%) specifically linked the potential benefits of joining Endeavour to improved outcomes or access to the Trust's school improvement experience. The comments demonstrate an expectation that existing expertise across the Trust could be used practically to potentially strengthen teaching, provision and outcomes at Linton Mead.

'I hope they will help them to raise outcomes. I know that there other schools do better than Linton Mead so hopefully the school will benefit from the expertise within the trust.'

'They have additional expertise that can benefit us. They also have a track record of school improvement with results that show the impact. This can only be a good thing for us and our pupils.'

Collaboration and the wider school community

Eight respondents (62%) explicitly identified benefits associated with working alongside other schools. These included opportunities to exchange ideas, learn from colleagues, undertake shared planning and enable pupils to meet and work with children from other schools. This was the most frequently identified theme within Question 6.

'New ideas and hopefully the chance for the children to mix with the children in the other trust schools'

'I think the children and teachers will benefit from being part of another trust. The thing that stood out to me was the emphasis on partnership with Endeavour.'

These comments are particularly pertinent given that two of Endeavour's existing primary schools are situated close to Linton Mead. Respondents envisage a partnership in which expertise and opportunities are shared across the wider group of schools.

SEND and inclusive practice

Five respondents (38%) specifically mentioned SEND or additional specialist support. Some referred directly to the Trust's perceived local reputation for inclusive practice. The comments suggest an expectation that access to experienced colleagues and established approaches could strengthen provision for children with additional needs.

'Better SEND support'

'Opportunities to learn from other schools, resource sharing, efficiency savings and benefiting from additional expertise particularly in SEND which Endeavour has a good reputation for in the local area.'

'Support for SEND pupils.'

Staff development, training and curriculum planning

Five respondents identified professional learning, teachers learning from one another, training or planning across schools as potential benefits. One explicitly linked cross-school planning opportunities to forthcoming national curriculum changes, whilst others anticipated access to broader experience and different approaches to practice.

'Wealth of rich experience, assistance and training opportunities.'

'Sharing of expertise- particularly with SEN, opportunities to plan across schools which will be important with the new curriculum due to be published. I also just hope that it is a chance for different approaches at Linton Mead.'

These comments indicate that professional development is seen not simply as additional training, but as an opportunity to work alongside colleagues, share expertise and strengthen approaches to curriculum and teaching.

Organisational support and the use of resources

Two respondents specifically mentioned resource sharing, efficiency savings or the benefits of administrative support. One respondent referred to improvements already experienced through the existing working relationship. This is a useful distinction: while most comments describe anticipated benefits, this response identifies a practical benefit considered to be already evident.

'Helping us to improve outcomes, opportunities for us to be part of a bigger team. We don't get a lot from being a local authority school so I'm hoping that this brings more collaboration. We've already seen improvements just with their help with our administrative side.'

Overall, the responses to Question 6 indicate that consultees expect the proposed partnership to make a tangible difference to both pupils and staff. Collaboration is central to this expectation, supported by improved access to expertise, greater professional opportunities, stronger SEND provision and increased organisational capacity.

5.7 Question 7: Concerns about the proposal

Seventeen respondents (81%) answered this question. Fifteen of these explicitly indicated that they had no concerns or used the space to either comment positively on the information provided or comment how reassured they felt about the proposals.

'No. The FAQs were very detailed and answered everything and more. It all feels very transparent.'

'Not at all. It is good that Linton Mead governors are taking a proactive stance and identiyfying for themselves the trust that it wants the school to join. I know from speaking with other parents that we are actually relieved that this is happening and feel that the right choice has been made in selecting the trust.'

One member of staff expressed apprehension concerning TUPE:

'TUPE scares me if I'm honest but I'm sure all of that will be explained.'

This is a matter that can be addressed through the formal TUPE process should the proposal proceed. Notably, this respondent strongly supported both the academy conversion proposal and joining the Trust.

5.8 Question 8: Effectiveness of the consultation information

All 21 respondents (100%) confirmed that the consultation information and published FAQs had answered the main questions they had about the proposal. This is consistent with the finding from Question 2 that every respondent felt very well informed.

Comments elsewhere in the questionnaire referred positively to the quality of the FAQs, the clarity of communications from school leaders and the opportunities to meet with Trust representatives. For example:

'The information event and the frequently asked questions document have provided lots of detail and answered all my questions'

'No. The information sent out by Miss Critchell has been really clear and answered all my questions.'

The responses demonstrate that consultees valued the clarity, accessibility and transparency of the information provided during the consultation.

5.9 Question 9: Other matters for governors to consider

Eight respondents (38% of all 21 respondents) provided an entry in the final free-text question. The comments were predominantly supportive, with several encouraging the governing body to progress the proposal. One respondent asked specifically about the intended conversion date, whilst another referred to their child's enthusiasm about joining the wider group of schools.

'What date would be join Endeavour? Is this something that will happen mid year or at the end of the year? Personally I think the sooner the better.'

'I have spoke to my child and hes excited about Liton Mead joining with other schools'

'I'd like to thank everyone for sharing such detailed information for the consultation. I think it has reassured many of us.'

'Dont waste time just get on with it'

5.10 Overall analysis of findings

The questionnaire responses provide a consistent and extremely positive picture of stakeholder views. All 21 respondents supported both academy conversion and joining Endeavour Partnership Trust. The proportion expressing strong support was particularly high for joining the Trust.

The qualitative findings indicate that this support is underpinned by confidence in Endeavour's local reputation, record of school improvement and inclusive practice, together with opportunities for professional collaboration and wider experiences for pupils. The proximity of existing Trust schools was recognised as an important practical benefit.

All respondents felt very well informed and confirmed that the consultation information and FAQs had answered their questions. Only one explicit concern was raised, relating to TUPE, and this can be addressed through continued engagement should the proposal proceed.

Overall, the findings provide clear evidence of support for the proposals and useful insight into stakeholders' expectations for Linton Mead's future within Endeavour Partnership Trust.

6. Feedback received through the dedicated consultation email

Alongside the online questionnaire and consultation information events, stakeholders were able to submit questions and feedback through a dedicated consultation email address: academisation@lintonmead.greenwich.sch.uk.

The school maintained a record of correspondence received through this email address throughout the consultation period, ensuring that feedback was captured and questions were responded to appropriately. Two emails explicitly expressing support for the proposals were received, one from a local headteacher and one from a local councillor. These provided further evidence of support for the proposed academisation of Linton Mead and its joining Endeavour Partnership Trust from stakeholders within the wider local community:

> *'Thank you very much for keeping me informed about the excellent step Linton Mead Primary School is about taking with Endeavour Partnership Trust… I support you joining the Trust she heads, 100%. Linton Mead Primary School will benefit immensely.'*

No concerns or objections to the proposals were received through the dedicated consultation email address. Where stakeholders submitted questions, these were responded to by the school. The correspondence received through this additional consultation mechanism therefore reinforced the positive findings arising from the questionnaire responses.

7. Feedback received via post

No feedback was received via post.

8. Conclusion and recommendations

The formal consultation was supported by a coordinated programme of communications, a dedicated webpage, published FAQs, five information events and opportunities to provide feedback by questionnaire, email or post. Stakeholders were given information about the proposed conversion and the Endeavour Partnership Trust and opportunities to contribute before any final decision was reached.

Attendance at the two staff information events totalled 31, with participation from teaching, support, premises, office and leadership staff. Three parents attended one of the in-person information events. The online event had no attendees.

Questionnaire responses were extremely positive. All 21 respondents supported both proposals, including 81% who strongly supported academy conversion and 90% who strongly supported joining Endeavour Partnership Trust. No respondent expressed opposition. The qualitative comments demonstrated substantial confidence in the Trust's reputation, local knowledge, expertise in inclusion and track record of school improvement. Respondents recognised opportunities to strengthen educational outcomes, develop professional collaboration and extend experiences for pupils. The existing period of support provided by Endeavour was also valued.

Further expressions of support were received through the dedicated consultation email address, including from a local headteacher and a local councillor. No concerns or objections were received through this channel.

Recommendations

1. Note the strong support expressed by questionnaire respondents for both academy conversion and joining Endeavour Partnership Trust.
2. Consider the consultation findings alongside due diligence and other relevant evidence when determining whether conversion is in pupils' and the school's best interests.
3. Subject to satisfactory due diligence and the necessary approvals, give favourable consideration to proceeding with the proposals and pass a resolution to both academise and join Endeavour Partnership Trust.
4. Continue open engagement with staff and ensure the formal TUPE process is supported by clear information and opportunities to ask questions.
5. Continue to maintain regular communication with parents, carers and other stakeholders about the decision, proposed timescales and transition arrangements.

Final observations

The consultation has provided clear and consistent evidence of support amongst respondents for the proposed academisation of Linton Mead Primary School and its joining Endeavour Partnership Trust. The findings suggest that stakeholders regard the proposal as an opportunity to strengthen the education and experiences of pupils through membership of a local, collaborative Trust.

The governing body is therefore well placed to consider the consultation findings as part of its wider decision-making, with the interests and future opportunities of Linton Mead's pupils remaining central.

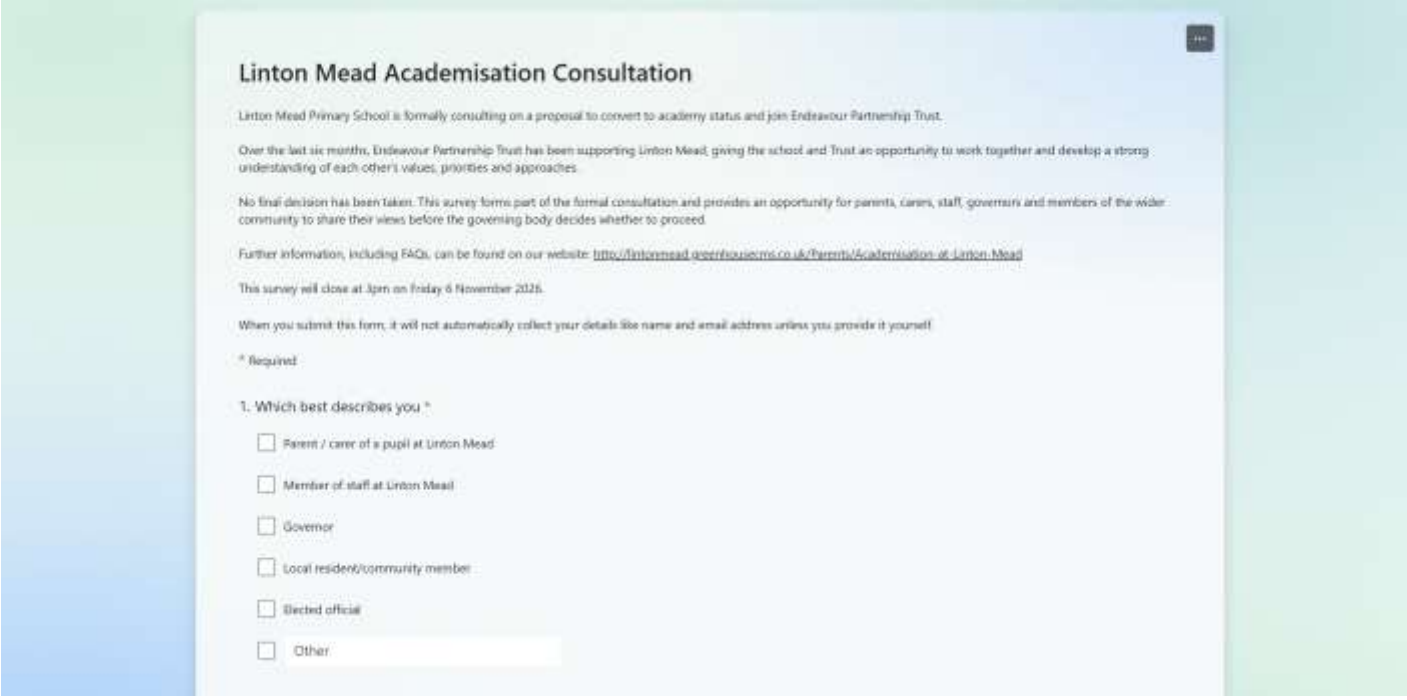
9. Acknowledgements

Linton Mead Primary School and Endeavour Partnership Trust would like to thank everyone who engaged with the consultation process. Particular appreciation is extended to parents, carers, staff, governors, trade unions, elected representatives and members of the wider community who considered the proposals, attended information events, asked questions and provided feedback. Their contributions have been valuable in informing consideration of the school's future.

10. Appendices: consultation artefacts

Appendix	Material
A	Consultation questionnaire
B	Consultation webpage and published information
C	Topics explored during consultation information events
D	Parent, carer and wider community FAQs
E	Staff FAQs
F	Governor FAQs
G	Illustrative stakeholder communications (parent/carer letter, staff letter and local authority notification)

Appendix A: Questionnaire



An electronic survey was set up using Microsoft Forms with a link included in all the consultation literature; including the website. The questions and introductory text are outlined below:

Linton Mead Academisation Consultation
Linton Mead Primary School is formally consulting on a proposal to convert to academy status and join Endeavour Partnership Trust.

Over the last six months, Endeavour Partnership Trust has been supporting Linton Mead, giving the school and Trust an opportunity to work together and develop a strong understanding of each other's values, priorities and approaches.

No final decision has been taken. This survey forms part of the formal consultation and provides an opportunity for parents, carers, staff, governors and members of the wider community to share their views before the governing body decides whether to proceed. Further information, including FAQs, can be found on our website: http://lintonmead.greenhousecms.co.uk/Parents/Academisation-at-Linton-Mead

This survey will close at 3pm on Friday 6 November 2026.

1. Which best describes you?

☐ Parent/carer of a pupil at Linton Mead
☐ Member of staff at Linton Mead
☐ Governor
☐ Local resident/community member
☐ Other
☐ Elected official

2. Before completing this survey, how well informed do you feel about the proposal for Linton Mead to become an academy and join Endeavour Partnership Trust?

☐ Very well informed
☐ Fairly well informed
☐ Not very well informed

3. To what extent do you support the proposal for Linton Mead Primary School to convert to academy status?

☐ Strongly support ☐ Support ☐ Neither support nor oppose
☐ Oppose ☐ Strongly oppose

4. If Linton Mead converts to academy status, to what extent do you support the proposal for the school to join Endeavour Partnership Trust?

☐ Strongly support ☐ Support ☐ Neither support nor oppose
☐ Oppose ☐ Strongly oppose

5. Please tell us the main reason(s) for your responses above to questions 3 and 4.
Response: free text

6. What do you see as the potential benefits of Linton Mead joining Endeavour Partnership Trust?
Response: free text

7. Do you have any concerns about the proposal?
Response: free text

8. Have the consultation information and FAQs on the website answered the main questions you had about the proposal

☐ Yes ☐ Partly
☐ No ☐ I did not have any questions

9. Is there anything else you would like the governing body to consider before making its final decision?
Response: free text

Appendix B: Consultation webpage and published information



A comprehensive consultation page was established on the school's website. This went live on 28 September and remains live: https://www.lintonmead.org.uk/Parents/Academisation-at-Linton-Mead/

As part of the consultation, the documents were shared via the website:

- Parent, carer & wider community FAQs
- Staff FAQs
- Governor FAQs

FAQs were updated, as appropriate during the consultation.

Appendix C: Topics explored during consultation information events

Five information events were planned as part of the consultation process – four in-person events and one online event.

A copy of the slides used are available here





PowerPoint slides from consultation & information event. Key topics covered in the consultation:

- What this consultation event will cover
- What is Linton Mead consulting on?
- What does academisation mean?
- Building on an existing partnership
- Who is Endeavour Partnership Trust?
- Who's who – shared expertise to benefit pupils and staff
- EPT's story and track record
- EPT's track record of outcomes and success
- Wider strengths across EPT
- What could this mean for pupils?
- What could this mean for staff and families?
- What would stay the same and what could develop?

- Governance and local voice
- Consultation feedback routes
- What happens after 6 November?
- Any questions?

Appendix D: Parent, carer and wider community FAQs

Linton Mead Academisation Consultation

Parent, Carer & Wider Community Frequently Asked Questions (FAQs)

Why is the school consulting on academisation now?
The governing body has a responsibility to consider how best to secure the school's long-term future. Over the last six months, Endeavour Partnership Trust has been supporting Linton Mead, allowing both organisations to develop a strong understanding of each other's values, priorities and ways of working. Following this period of support, alongside due diligence and careful consideration of the school's future, governors believe it is appropriate to formally consult on whether Linton Mead should become an academy and join Endeavour Partnership Trust. No final decision has been taken.

What does academisation mean?
Academisation is a change in how a school is governed and supported. An academy is still a publicly funded school, free to attend and accountable for the education, wellbeing and safeguarding of its pupils. It continues to be inspected by Ofsted and is expected to provide a broad and balanced curriculum.

If a school becomes an academy, it is run by an academy trust rather than the local authority. This can enable schools to work more closely with others in the trust, share expertise and access additional support and resources. Many schools explore academisation because it can strengthen collaboration, provide greater professional support for staff and help schools continue to improve and develop over time.

Importantly, academisation does not mean that a school becomes private, selective or fee-paying. It does not change who can attend the school and it does not remove a school's commitment to serving its local community. Schools within a trust typically retain their own identity, ethos and leadership, while benefiting from being part of a wider partnership.

What is a multi-academy trust?
A multi-academy trust is a group of schools that work together as one organisation. Schools share expertise, resources and support while continuing to serve their own local communities.

Why potentially Endeavour Partnership Trust?
Endeavour Partnership Trust is a small, values-led trust with a strong focus on and reputation for teaching and learning, inclusion, collaboration and partnership between schools. The Trust already includes two primary schools in Thamesmead, giving it a good understanding of the local community and context.

Importantly, Endeavour Partnership Trust has already been supporting Linton Mead over the last six months. This has enabled the school and Trust to work together and has given Linton Mead an opportunity to see first-hand how closer partnership working could benefit the school and its pupils.

Governors felt it was important to explore a partnership with a trust that shares the school's values and priorities, puts pupils at the centre of its work and is committed to schools working together while retaining their own identity and character.

As a small Trust, schools are able to work closely together, share expertise and support one another, while avoiding a one-size-fits-all approach.

How could this benefit pupils?
We believe that joining Endeavour Partnership Trust could provide a number of benefits for pupils. These could include greater collaboration between schools, access to shared expertise and additional support for teaching and learning, all with the intention of enhancing pupils' outcomes and experience.

Will this change my child's school day or experience?
No. There are no changes proposed for pupils. Day-to-day arrangements remain. This does, however, provide the opportunity for our pupils to collaborate more with other schools – in particular Windrush Thamesmead and Hawksmoor who are part of Endeavour Partnership Trust.

Is this a 'takeover' of the school?
No. This is not a takeover. Any potential move would be based on partnership working. Linton Mead Primary School's governing body and leadership team remain central to decision-making throughout the process, and nothing will progress without their agreement.

Will there be any change to the admissions policy?
No. Like our school, Endeavour Partnership Trust schools also use the local authority's admissions policy. Therefore, the admissions arrangements will continue to be determined by the local authority.

Will the term dates change?
Yes, if the school proceeds with academisation and joins Endeavour Partnership Trust, Linton Mead would adopt the Trust's term dates. EPT schools currently have a two-week October half-term. The school would continue to provide education for 190 days each year. Any change would not take effect until September 2027 and parents and carers would receive plenty of notice.

Will you be introducing any new charges?
No new charges are proposed as a result of academisation for anything that is currently provided free of charge.

Will a parent's right to complain be affected?
No. If Academy conversion takes place there will be, as there is now, a complaints policy which gives an avenue for parents to complain.

Will parents still have a voice in the school?
Yes. Parents and carers will continue to be an important part of the school community. The school will continue to communicate with and seek the views of parents, and there will continue to be local governance arrangements for the school.

Will the school name and uniform change?
No. The school's name wouldn't change and neither would the uniform.

Will the school keep its own identity?

Yes. Linton Mead would retain its individual ethos, character and identity as a school at the heart of its local community.

Will support for children with SEND be affected?
No. The school would continue to meet its statutory responsibilities for supporting children with SEND. Being part of Endeavour Partnership Trust would also create opportunities to share specialist expertise, resources and effective practice across the Trust.

Will our school's budget be used to bail out another school in the Trust if it was in financial trouble?
No. Your school's budget will continue to be spent on the education and wellbeing of pupils at your school. The Trust does not "raid" school budgets to solve financial problems elsewhere. Instead, we provide strong financial oversight and support to help all our schools remain financially sustainable, with all spending decisions subject to strict governance and regulatory requirements.

What will happen to staffing in the school?
There are no plans to change staffing simply because the school becomes an academy. If the school joins Endeavour Partnership Trust, staff would transfer to the Trust under a process known as TUPE, which protects their existing employment rights, terms and conditions.

Will the Headteacher or leadership of the school change?
No. There are no plans to change the school's leadership as a result of joining the Trust. The Headteacher and leadership team would continue to lead the school.

Will the curriculum change?
A new National Curriculum is being published in Spring 2027. Therefore, all schools across England will need to review their curriculum, in order to begin teaching the new curriculum from the DfE's expected implementation date of September 2028. Being part of a Trust provides the opportunity to be able to work collaboratively with other schools to develop this curriculum; to share learning and expertise.

Will the school still be inspected by Ofsted?
Yes. Academies are inspected by Ofsted in the same way as other state-funded schools.

What will happen next?
The formal consultation runs from 3pm on Monday 28 September until 3pm on Friday 6 November 2026. Parents, carers, staff and other stakeholders are invited to share their views. At the end of the consultation, governors will consider all feedback alongside the outcomes of due diligence and other relevant information before deciding whether to proceed. If governors decide to proceed, the school would work towards a conversion date of 1 March 2027.

Appendix E: Staff FAQs

Endeavour Partnership Trust
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Linton Mead Academisation Consultation

Staff Frequently Asked Questions (FAQs)

Why is the school consulting on academisation now?
The governing body has a responsibility to consider how best to secure the school's long-term future. Over the last six months, Endeavour Partnership Trust has been supporting Linton Mead, allowing both organisations to develop a strong understanding of each other's values, priorities and ways of working. Following this period of support, alongside due diligence and careful consideration of the school's future, governors believe it is appropriate to formally consult on whether Linton Mead should become an academy and join Endeavour Partnership Trust. No final decision has been taken.

Why potentially Endeavour Partnership Trust?
Endeavour Partnership Trust is a small, values-led trust with a strong reputation for supporting high-quality teaching and learning through partnership working and collaboration between schools. The Trust's vision is to build a community of schools that work closely together while ensuring that each school retains its own identity and distinctive character.

Endeavour Partnership Trust has already been supporting Linton Mead over the last six months. This has enabled the school and Trust to work together and has given Linton Mead an opportunity to see first-hand how closer partnership working could benefit the school and its pupils.

Importantly, the Trust also already works successfully with two primary schools in Thamesmead. This gives governors and leaders confidence in the Trust's understanding of the local context, community and challenges, as well as its experience of working effectively within the area.

Governors and leaders felt it was right to explore discussions with a trust that shares similar values and priorities, places pupils at the centre of its work and has a proven track record of collaborative working in the local community.

How could joining Endeavour Partnership Trust potentially benefit pupils?
While no decision has been made, governors and leaders believe it is right to explore whether joining a trust that prioritises partnership and shared practice could offer benefits for pupils. These potential benefits include stronger collaboration with other schools, increased access to specialist support and professional expertise and strengthened approaches to teaching and learning; all with the intention of enhancing pupil outcomes and experience.

Importantly, the Trust's vision is to support schools in a way that enables them to retain their own identity and distinctive character.

How could joining Endeavour Partnership Trust potentially benefit staff?
There are a number of potential benefits for staff. These potential benefits include increased opportunities for professional development, greater collaboration with colleagues in other schools, access to shared expertise and specialist support and stronger networks for sharing practice and solving challenges together. Endeavour Partnership Trust's model is based on partnership working rather than centralisation, with schools retaining their own identity and leadership whilst benefitting from being part of a wider professional community.

Is this a 'takeover' of the school?
No. This is not a takeover. Any potential move would be based on partnership working. Linton Mead Primary School's governing body and leadership team remain central to decision-making throughout this process and nothing will progress without their agreement.

What does this mean for staff right now?
There are no immediate changes for staff. Day-to-day roles, responsibilities and arrangements remain the same while discussions are ongoing.

Will this affect jobs, pay or conditions?
There are no proposals or decisions regarding staffing at this stage and staff should not worry unnecessarily.

If the school were to move towards academisation, staff would be fully consulted and statutory protections under TUPE would apply. In simple terms, these protections are designed to ensure that staff transfer on existing terms and conditions. It is too early to discuss specifics, but we are committed to clear communication and engagement should the process progress.

What does this mean for pupils and families?
Pupils remain our absolute priority. There would be no immediate changes for pupils and any future decisions would be taken with their best interests at the centre.

Will my continuous service be preserved?
Yes. Under TUPE (Transfer of Undertakings (Protection of Employment) Regulations), your continuous service will be preserved when you transfer to the Trust. This means your length of service for employment-related benefits and statutory rights will continue uninterrupted.

Will my working hours change?
There are no plans to change staff working hours as a result of joining the Trust. Your existing contractual hours will transfer with you under TUPE. Any future changes would only be considered following appropriate consultation and agreement where required.

Who would be my employer?
If the school converts, Endeavour Partnership Trust would become your employer. You would continue to work at Linton Mead Primary School and remain part of the school's staff team.

Will the school keep its identity and culture?
Yes. The Trust values the unique character, strengths and traditions of each of its schools. Linton Mead will remain an important part of its local community, with its own ethos, values and identity. The Trust's role is to support and strengthen schools, not make them all the same.

Will policies change?
Some policies will move to Trust-wide policies to ensure consistency, compliance and best practice. However, many day-to-day procedures will remain familiar. Staff will be consulted and supported through any policy changes, and training will be provided where necessary.

Will the school name or uniform change?
Joining the Trust will not change the school's name or uniform.

What will the Trust provide centrally to our school?
The Trust provides a range of central services designed to support schools and reduce administrative burdens. These include school improvement support, safeguarding expertise, finance, HR, estates and health and safety support, procurement, governance, IT advice, staff development opportunities and collaborative networks across Trust schools.

Will the unions be consulted?
Yes. Recognised trade unions will be consulted throughout the conversion process in line with legal requirements. The Trust is committed to maintaining constructive relationships with unions and ensuring staff have access to appropriate representation.

Will there be opportunities to meet Trust staff?
Yes. Staff will have opportunities to meet Trust leaders and central team colleagues throughout the conversion process and beyond. We want staff to understand how the Trust operates, ask questions and build positive working relationships from the outset.

Will I be expected to work in other schools?
Your contractual place of work will remain your current school unless your contract states otherwise. While there may be opportunities to collaborate with colleagues across the Trust, there is no expectation that staff will routinely work in other schools. Jobs roles that become available across the trust will be advertised across all schools and as an employee of Endeavour you have the opportunity to be considered for roles in one of our other schools.

Will my pay change?
No. Your salary and contractual terms and conditions will transfer to the Trust under TUPE and will not change because of the transfer. Any future pay awards would be determined in accordance with Trust policies and national agreements where applicable. The Trust is fully aligned with School Teachers' Pay and Conditions and Local Government Services, pay and conditions.

Will this impact on my pension?
No. Eligible teaching staff will continue to be members of the Teachers' Pension Scheme, and eligible support staff will continue to have access to the Local Government Pension Scheme. Joining the Trust will not affect any pension benefits you have already built up. The Trust is required to continue participating in these nationally recognised pension schemes and will meet all employer responsibilities associated with them.

What happens next?
The consultation closes at 3pm on Friday 6 November 2026. Governors will then consider the consultation feedback alongside due diligence and other relevant information before making any final decision. If the proposal proceeds, further information and consultation about the transfer process will be provided to staff, including through engagement with recognised trade unions.

Additional questions as part of the consultation - 5 October update:

Will our pension still be with Greenwich?
There would be no change to the pension schemes available to eligible staff. Eligible teaching staff would continue to be members of the Teachers' Pension Scheme and eligible support staff would continue to have access to the Local Government Pension Scheme. Pension benefits already accrued would not be affected.

Can you change our contracts after a year?
There is not a point after one year at which contracts automatically change. Staff would transfer on their existing contractual terms and conditions under TUPE. As with any employer, contractual arrangements may need to be reviewed in the future, but any proposed changes would need to be managed appropriately and in accordance with employment law, consultation requirements and contractual arrangements.

If we were made redundant, would redundancy be calculated on our continuous service?
Yes. Academisation and transfer to the Trust would not break an employee's continuous service. Length of continuous service would therefore continue to be recognised for employment-related rights, including, where relevant, any future redundancy calculation.

If staffing were reduced at Linton Mead, could we be placed elsewhere within Endeavour Partnership Trust? Could we later come back to Linton Mead?
The Trust would always seek, wherever reasonably possible, to avoid compulsory redundancy. This would include considering whether there were suitable vacant roles elsewhere within the Trust.

If a member of staff subsequently wished to return to Linton Mead, they would be able to apply for an appropriate vacancy if one became available. Appointment would be through the normal recruitment process.

If two people apply for an internal post, how do you decide who gets it?
Vacancies are filled through a fair and transparent recruitment process. Roles are advertised with a clear job description and person specification. Applicants are shortlisted against the requirements of the role and interviews and other appropriate selection activities are used to determine the strongest candidate.

What date would we be paid?
All staff, both teaching and support staff, would normally be paid on the 25th of each month. Where the 25th falls on a weekend or Bank Holiday, payment would be made on the preceding working day.

Are the summer holidays different? Would our term dates change?
Linton Mead would ultimately adopt the Trust's term dates. There are some differences between the current arrangements, including Endeavour Partnership Trust schools currently having a two-week October half-term. Schools would continue to provide education for the required 190 pupil days each year.

Any change to Linton Mead's term dates would not take effect until September 2027 and parents, carers and staff would be given plenty of notice.

Will breakfast club continue?
There are no plans to change the current breakfast club provision as a consequence of joining the Trust. As with any school provision, arrangements would continue to be reviewed over time according to pupil and family need, demand and viability.

Where is Windrush Thamesmead?
Windrush Thamesmead is on Titmuss Avenue in Thamesmead, approximately a 15-minute walk from Linton Mead.

Will the employer pension contribution remain the same?
Eligible staff would remain within the relevant pension scheme and the Trust would meet its employer responsibilities and contribution requirements for those schemes.

Would we still use iTrent?
Yes. iTrent would continue to be used for relevant HR and payroll processes, although staff records would sit within Endeavour Partnership Trust's arrangements rather than those of the Royal Borough of Greenwich.

In what sense are we going to keep our identity? If Sarah did not agree with a decision by the Trust and/or governance, how would that work?
Linton Mead would retain its name, ethos, values, individual character and important place within its local community. The Trust's model is based on schools working collaboratively rather than making every school the same. Being part of a Trust does, however, mean being part of one organisation. There would therefore be some areas where decisions are made at Trust level, particularly where consistency is important, for example safeguarding, finance, HR, compliance and some Trust-wide policies. School leaders would work closely with Trust leaders and governance colleagues and would have an important role in shaping decisions and ensuring that the particular context and needs of Linton Mead were understood.

At the moment, subject leaders are told their budget by the SBM and then decide how it is spent. Would it still work like that?
We would not anticipate removing the important role that school and subject leaders have in identifying the resources needed to deliver the curriculum effectively. The detailed approach to budget setting and purchasing would operate within the Trust's wider financial framework, policies and delegated arrangements.

There may be some areas where procurement is undertaken collectively across the Trust where this provides better value or consistency, but decisions about curriculum priorities would continue to be informed by leaders who know the school and its pupils.

Will the office stay the same?
There are no current plans to restructure the school office as a consequence of joining the Trust. Endeavour Partnership Trust does provide some services centrally, including finance, HR, governance, estates and other support, which can reduce administrative burden within individual schools. Endeavour Partnership Trust is currently supporting administration arrangements within Linton Mead, and has been for the last few months.

As with all schools, staffing structures and ways of working may be reviewed over time according to the needs of the school and Trust, but academisation itself would not mean that the Linton Mead office disappears.

With regard to subjects, would every school have individual subject leaders?
Schools would continue to need clear leadership and accountability for the curriculum. The Trust also promotes collaboration between schools, so subject leaders would have opportunities to work with colleagues leading the same or related subjects elsewhere within Endeavour Partnership Trust.

Appendix F: Governor FAQs

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Linton Mead Academisation Consultation

Governor Frequently Asked Questions (FAQs)

What happens to the current Governing Body should the school join the Trust?
Should the proposal proceed and Linton Mead convert to academy status on 1 March 2027, no immediate change is proposed to the school's local governance structure. This is to support a smooth transition. The governing body would, however, operate within the Terms of Reference and Scheme of Delegation determined by the Endeavour Partnership Trust (EPT) Board.

EPT's current governance model is a Local Academy Hub set up with representatives from each school in the Trust e.g. parents, Headteacher, community governors, staff. Over the summer term of 2027, the Trust will look to determine an updated model of the Local Academy Hub so that it reflects a geographical determination and suits the needs of the local community the schools serve.

What responsibilities would local governors retain?
Should conversion proceed, during the summer term of 2027 the governing board would focus on areas such as educational outcomes, safeguarding, community engagement, stakeholder voice, and strategic support for school leaders. The precise responsibilities would be set out in the Trust's Scheme of Delegation.

What decisions would be made by the Trust Board?
The Trust Board retains overall responsibility for governance, compliance, finance, estates, risk management and strategic direction. It delegates responsibilities to Local Academy Committees through the Trust's Scheme of Delegation while ensuring consistent standards across all schools.

Would current governors be able to continue serving the school?
EPT greatly values the commitment and expertise of existing governors. Governors interested in continuing their involvement after the summer term of 2027 would have opportunities to contribute through the Trust's governance structure, subject to the Trust's appointment process.

How would local voices continue to be heard?
The Trust believes that successful schools are rooted in their communities. Parents, staff, pupils and local governors would continue to have opportunities to influence school development through engagement activities, the Local Academy Hub Committee and stakeholder consultation.

Would the school retain its ethos, values, and individuality?
Yes. The Trust celebrates the unique strengths and identities of its schools. Joining the Trust is about enhancing opportunities and support, not creating a one-size-fits-all approach. Linton Mead will remain a distinctive school serving its own community.

Would admissions arrangements change?
No changes are planned. Admissions arrangements would continue to comply with statutory requirements and would be undertaken by the Local Authority.

Would the school name, logo, or uniform change?
There are no plans to change the school's name, logo, or uniform because of joining the Trust. Linton Mead will remain an important and recognisable part of its local community.

How would joining the Trust benefit pupils?
Joining the Trust would provide access to wider expertise, collaboration between schools, school improvement support, staff development opportunities and enhanced resources. This would create further opportunities for pupils to thrive academically, socially and emotionally.

What school improvement support would the Trust provide?
The Trust provides experienced educational leadership, curriculum support, safeguarding expertise, SEND support, leadership coaching, data analysis and opportunities for schools to collaborate and share effective practice.

How would governors know whether joining the Trust has been successful?
Success would be evaluated through agreed indicators including pupil outcomes, attendance, the quality of education, safeguarding, staff stability, financial sustainability and feedback from pupils, parents and staff. The Local Academy Committee and Trust Board will receive information appropriate to their delegated responsibilities.

How would the school budget be managed?
The school's budget would be managed within the Trust's framework of robust financial oversight. Headteachers are expected to manage their budgets on a day-to-day basis supported by the Trust's finance team.

Would our school's budget be used to bail out another school if it experiences financial difficulty?
No. The Trust does not operate by taking money from one school to solve financial problems in another. School budgets are intended to support the pupils and priorities of each individual school. Financial decisions are subject to strict governance, accountability and regulatory requirements.

How much funding is retained by the Trust?
The Trust retains an agreed proportion of funding to provide central services and support. The amount, the services provided, and the arrangements for review will be explained transparently as part of the joining process.

What value does the Trust provide through its central services?
The Trust provides services and expertise including finance, HR, estates management, health and safety, safeguarding, SEND, governance support, procurement, school improvement, staff development and IT support, alongside opportunities for collaboration between schools. The success of the schools in the Trust is testament to the strength of Trust support.

Would the Headteacher still lead the school?
Yes. If the proposal proceeds, the Headteacher would continue to lead the day-to-day operation of the school. The Trust's role is to support and strengthen school leadership through collaboration, expertise, and shared resources.

How does the Trust support staff recruitment and retention?
The Trust supports professional development, career progression, leadership development, staff networks, wellbeing, and collaboration across schools. Its aim is to make each school an attractive place to work, develop, and build a career. Those staff seeking career progression and leadership have the opportunity to apply for positions across the Trust. Staff vacancies are always advertised across the Trust in the first instance.

What due diligence has been undertaken before recommending academisation?
The Trust and the school undertake detailed due diligence covering areas such as finance, governance, staffing, estates, health and safety, safeguarding and educational performance. This helps ensure that strengths, commitments, opportunities and risks are understood before a final decision is made.

How would governors, staff and parents be kept informed?
The Trust is committed to clear and transparent communication throughout the process. Information will be shared through meetings, consultation activities, FAQs, updates, presentations, and opportunities to ask questions.

Why does the Trust want Linton Mead to join?
The Trust sees significant strengths within Linton Mead and believes the school will make an important contribution to the Trust family. By working together, the school and Trust can share expertise, strengthen outcomes for children and create further opportunities for pupils, staff and the community. The Trust already has two successful primary schools in close proximity to Linton Mead, and this shared expertise will benefit the three schools.

What is the Trust's vision for Linton Mead over the next five years?
Should Linton Mead join EPT, our ambition is for Linton Mead to continue developing as a strong and distinctive school at the heart of its community. By working closely with colleagues across the Trust, sharing expertise and providing additional support where needed, we aim to strengthen outcomes for pupils, enhance opportunities for staff and ensure every child is able to achieve their full potential, while preserving the school's unique identity, values and culture.

Appendix G: Illustrative consultation stakeholder communications (parent/carer letter, staff letter and local authority notification)

Linton Mead parent, carer and wider community consultation letter from Sarah:

Subject: Formal consultation on the proposed academisation of Linton Mead Primary School

Dear parents and carers,

I am writing to update you on an important and potentially exciting next step in considering the future direction of Linton Mead Primary School.

Following a period of careful consideration, exploratory discussions and due diligence, the governing body has agreed to formally consult on a proposal for Linton Mead Primary School to convert to academy status and join Endeavour Partnership Trust.

The formal consultation will run from **3pm on Monday 28 September until 3pm on Friday 6 November 2026**.
Over the last six months, Endeavour Partnership Trust has been supporting Linton Mead, which has enabled the school and Trust to develop a strong working relationship and a much better understanding of each other's values, priorities and approaches. This has provided governors and school leaders with an opportunity to see first hand how closer partnership working could benefit Linton Mead.

Endeavour Partnership Trust is a small, values-led multi-academy trust with a strong focus on high-quality teaching and learning, inclusion, collaboration and professional development. Importantly, the Trust already works successfully with primary schools in the local area and has a strong understanding of the communities our pupils and families are part of.

Governors believe that joining Endeavour Partnership Trust could provide an exciting opportunity for Linton Mead and, most importantly, for our pupils. Becoming part of the Trust could provide greater opportunities to share expertise and good practice between schools, strengthen teaching and learning, provide access to wider specialist support and create additional opportunities for pupils to learn, develop and thrive.

Being part of a wider family of schools can also provide greater capacity to support school improvement, enable staff to work and learn alongside colleagues in other schools and help ensure that Linton Mead continues to build on its strengths while retaining its own identity and place within the local community.

This proposal is therefore about looking positively to the future and considering how Linton Mead can continue to strengthen the education and opportunities we provide for our children.

It is important to emphasise that no final decision has yet been taken. The purpose of the consultation is to ensure that parents and carers, staff and other members of our school community have an opportunity to understand the proposal, ask questions and share their views before governors decide whether to proceed.

There are a number of ways in which you can have your say and provide feedback during the consultation:

- complete the consultation survey: Linton Mead Academisation Consultation – Fill in form
- email your comments to our dedicated consultation email address: academisation@lintonmead.greenwich.sch.uk
- write to us at: Academisation Consultation, c/o Linton Mead Primary School, Central Way, London SE28 8DT
- attend one of our consultation information events.

T
he following consultation events have been arranged for parents, carers and members of the wider school community:

- **Monday 5 October at 9:15am – in person at Linton Mead Primary School**
- **Monday 5 October at 3:30pm – in person at Linton Mead Primary School**
- **Monday 5 October at 6pm – online via Microsoft Teams**

If you would like to attend the online session, please email academisation@lintonmead.greenwich.sch.uk and we will send you a Microsoft Teams invitation.

These sessions will provide an opportunity to hear more about the proposal, understand the potential benefits for pupils and the school, ask questions and share your views.

Attached to this letter is a set of **frequently asked questions which have been developed jointly by Linton Mead Primary School and Endeavour Partnership Trust**. We hope these provide helpful additional information about academisation, Endeavour Partnership Trust and what the proposal could mean for Linton Mead.

We recognise that this is an important decision for the future of our school and we want families to feel informed and involved throughout the process. We would therefore encourage you to read the information provided and take the opportunity to share your views during the consultation.

At the end of the consultation period, governors will carefully consider all of the feedback received alongside the outcomes of the due diligence process and other relevant information before determining whether the school should proceed with an application to convert to academy status and join Endeavour Partnership Trust.

We are approaching this next stage positively and believe that the proposal presents a real opportunity to build on what is already strong at Linton Mead and to further enhance the education, support and opportunities available to our pupils.

Thank you, as always, for your continued support of Linton Mead Primary School.

Yours sincerely,

Sarah Critchell
Headteacher
Linton Mead Primary School



Michael Green Education Services
www.michaelgreeneducation.com